



SEQUOIA SCHOOL PROGRESS REPORT

**21445 Centre Pointe Pkwy.
Santa Clarita, CA 91350**

William S. Hart Union High School District

Spring 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

➔ **Note:** *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

Community Profile

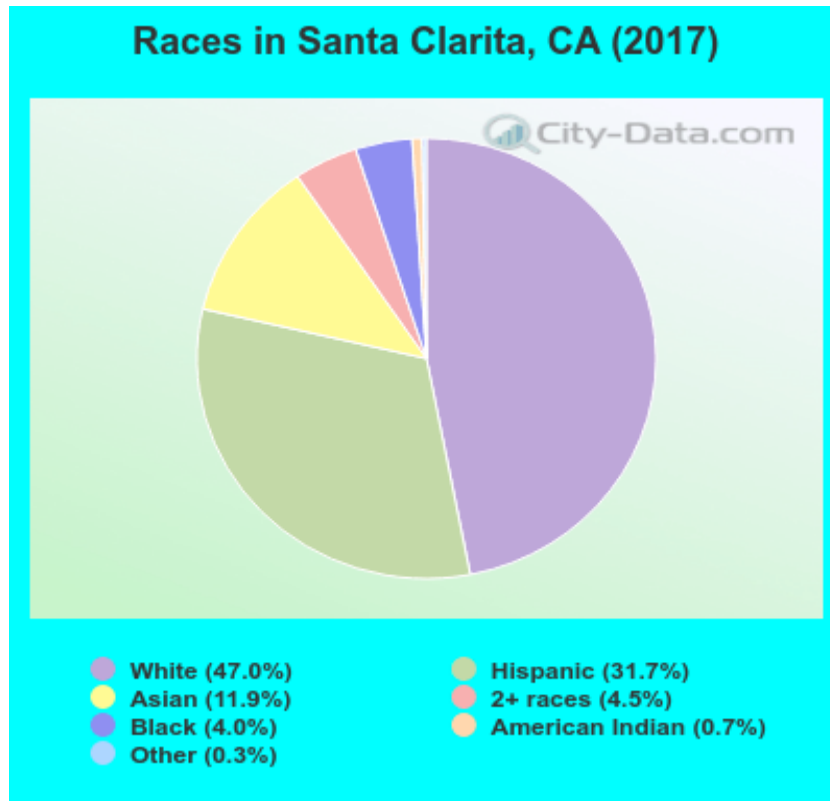
Sequoia School students are enrolled in the William S. Hart Union High School District (WSHUHSD) in the City of Santa Clarita. The student population of the WSHUHSD is comprised of approximately 23,000 junior and senior high students in grades 7 through 12. The maximum number of students Sequoia can service at any one time is approximately 55.

Sequoia School was developed as a result of several transitions. The school began in 1994 as Redview Prep School, and was developed through a collaborative effort between the WSHUHSD and The Child & Family Center. The school site was academic in nature with the ongoing support of school-based intensive mental health services and behavioral support to special education students with emotional disturbance issues. Redview Prep Charter School transitioned into Sequoia Charter School in 2006 maintaining its collaboration between WSHUHSD and The Child & Family Center. Sequoia Charter School began that year with 36 special education students. In the fall of 2014, the MOU between the WSHUHSD was not renewed and the Charter was dissolved. At this time, the school became Sequoia School as it is known today.

The mental health services and behavioral supports are now provided by a team of five Educationally Related Intensive Counseling Services (ERICS) therapists who are employed by the WSHUHSD. Sequoia continues to be housed as a self-sufficient site in nine portable buildings, located at 21445 Centre Pointe Parkway, across the street from the WSHUHSD office. Sequoia School is the only campus that exclusively serves junior and high school students with special needs in the District. Overall, the District includes seven comprehensive high schools, six junior high schools, a continuation high school, an independent study high school, one middle-college high school, and an adult school. The City of Santa Clarita is made up of the communities within Saugus, Newhall, Valencia, and Canyon Country. Sequoia School serves a community population recognized as mostly middle class families. It is a very family-oriented community with an economically sound foundation and a high safety rating.

Community Statistics

- In 2017, the median household income for Santa Clarita was estimated at \$94,649 compared to California at \$67,739.
- Approximately 9.7% of families in Santa Clarita were identified as living at or below the poverty level, compared to 13.3% in California.
- In the City of Santa Clarita, 30.8% of community members speak a language other than English at home, compared to 43.2% in California.
- In the City of Santa Clarita, 86.0% of persons 25 and older graduated from high school, compared to 81.2% Statewide.
- 35.7% of Santa Clarita residents age 25 or older have earned a Bachelor's degree or higher, compared to 30.7% in California.
- In 2017, the Education sector was the largest job sector, accounting for 23% of total jobs in the City. Other major sectors included Professional (16.9%), Retail (13.1%), and Leisure (11.5 %).
- Approximately 79.2% of the population of Santa Clarita is U.S. born. The remaining 20.8% foreign-born consists of 11.1% from Latin America, and 3.5% from Asia.
- The 2017 median age of the population of the City of Santa Clarita was 39.7 years of age compared to the California median age of 36.4 years.
- The population in Santa Clarita has increased 39.6% since 2000.



- The City of Santa Clarita, since its incorporation in 1987, has witnessed a more diversified population of residents annually. From 2000 to 2017, the White population has decreased from 69.3%, to 51.7% respectively. Whereas, the Hispanic population has increased significantly since 2000, from 20.5%, to 30.6%. Such diversified socio-demographics in the City promotes a multi-cultural student body within the local schools.

The City of Santa Clarita Profile was retrieved from:

<http://www.scag.ca.gov/resources/pdfs/2011LP/LosAngeles/SantaClarita.pdf>

Additional demographic information obtained from the City of Santa Clarita was retrieved from: <http://www.city-data.com/city/Santa-Clarita-California.html>

State and Federal Program Mandates

The WSHUHSD currently receives Title I, II, III and Title IV federal funding. Sequoia School receives Title I funding as a result of having a socioeconomically disadvantaged student population of more than 40 percent in the 2018-19 school year. Our current socio-economically disadvantaged population is 52%. The Title I services that are implemented provide staff with professional development, extra-curricular opportunities for students, and supplemental supplies for all our students and classrooms.

Parent/Community Organizations

Due to the nature of our student population with significant emotional and support needs, family involvement and participation in the educational and therapeutic process is extremely important. Sequoia maintains a safe and family-oriented environment on a daily basis. In addition to efforts of regular communication and collaboration between home and school, we are continually in the process of designing and implementing new programs to include families in the educational and therapeutic process. Parental involvement is regularly encouraged through Educationally Related Intensive Counseling Services (ERICS), Parent Advisory Council (PAC), School Site Council (SSC), Parent University (PU), Coffee and Conversations with the Principal, and Individual Education Plan (IEP) meetings. It is our current goal to have 100 percent student participation in ERICS on our therapeutic campus. Additionally, Sequoia has a parent/family representative at district-wide events and organizations including the Parent Communication Council (PCC) and the District Advisory Committee (DAC), as well as a student representative at the Student Communications Council (SCC).

Community Foundation Programs

College of the Canyons (COC), the local community college, and Sequoia have extended programming to allow for dual enrollment of juniors and seniors. The process for consideration of dual enrollment is outlined in the Student/Parent handbook, and is a decision made by a team of parents, students, teachers, administrator, school psychologist and academic counselor.

Students, and families alike, who struggle with a student's addiction, receive instruction from certified teachers at Action Rehabilitation Center during inpatient treatment. Sequoia also offers Comprehensive Alcohol and Drug Reduction and Education (CADRE). The CADRE program is free and confidential to all WSHUHSD students and parents. It empowers students by equipping them with skills and incentives to refrain from partaking in illegal drug and alcohol use. It also provides parents with assurance that their sons or daughters are not using drugs or alcohol by offering random testing. The Training and Intervention in Drug Education (TIDE) program offers parents further assistance with their teen's addiction by providing referral services, support groups, counseling, and resources in the extended community.

Straightening Reins

Junior high students participate in a certified equine-assisted therapy weekly group called Straightening Reins at a local horse ranch. This group allows students to work with horses to assist them with common teen issues such as peer pressure, stress, bullying, positive social skills, self-expression, and self-confidence.

Pet Partners - Animal Assisted Therapy

Dogs and their handlers meet with small groups of students weekly allowing students to learn about the dog's background, grooming, and training, and to play with them while handlers share stories about the pets that have made a difference in their life. Students have the opportunity to learn how to lead the dogs through their behavioral routine, and are encouraged to interact with their peers as well as the handlers during the group session. This increases their self-confidence

and social skills. Interacting with the dogs has shown to be an effective intervention in reducing students' anxiety at school.

Child & Family Center

The Child & Family Center is a community mental health center is located a half block from the Sequoia campus and has a full array of mental health services for many of our students. Our ERICS team refers students as needed for mental health services including psychiatry and in-home therapy services. Once a student becomes a client of the C&F Center, our ERICS team regularly consults with their staff to coordinate and share information pertinent to the student's school success.

Santa Clarita Mental Health Center

The Santa Clarita Mental Health Center is a Los Angeles County Department of Mental Health clinic providing services to some of our students who are 18 and older. This Center provides psychiatric, mental health services, psychological assessment, and case management services.

Staff Description

The Sequoia School certificated staff is comprised of 6 teachers (one teacher also serves as our part-time counselor), 1 administrator, and 1 school psychologist. Three teachers are currently working on clearing their special education credentials. Sequoia's certificated staff is comprised of the following ethnic groups: 50% Caucasian; 25% Latino; 25% Asian. Sequoia's classified staff is made up of 11 paraprofessionals, 1 administrative assistant, 5 ERICS therapists, 2 part-time ERICS associates, 1 health assistant, and 1 campus supervisor. The ethnic breakdown of the 21 classified staff are 52% Caucasian; 29% Latino; 14% Asian; 5% African American.

Student Learning Outcomes (SLO's)

Self-Directed Learner

- Take responsibility for arriving punctually to class on a daily basis with appropriate materials, for following directions, and for completing work conscientiously.
- Seek assistance as needed from instructors or other sources of guidance.
- Develop a realistic lifelong plan for continuing education, while recognizing personal areas of strength and future growth.

Effective Communicator

- Write a cohesive, well-organized, and well-supported essay, relatively free of grammatical and spelling errors.
- Communicate thoughtfully and effectively in public speaking situations, demonstrating poise and clear enunciation.
- Demonstrate listening skills by formulating intelligent responses and questions for a speaker.
- Use the word processor, the Internet, or other information technology effectively for research.

Qualitatively Healthy Individual

- Gain understanding of how to maintain physical fitness and a healthy psychological outlook.
- Become involved in a regular program of physical exercise and healthy nutrition.
- Manage stress by applying therapeutic strategies such as journaling, movement, and taking of space.
- Recognize the importance of decision-making and its connection to consequences or rewards.
- Make use of a variety of conflict resolution skills.

Upstanding Community Member

- Contribute time, energy, and talent for the benefit of others.
- Volunteer time in local charity organizations.
- Demonstrate behaviors of a good citizen.

Inquisitive Thinker

- Demonstrate skills of application, analysis, synthesis, evaluation, creativity, and imagination.
- Demonstrate effective thinking strategies for developing creative solutions to existing problems

Academic Achiever

- Pass standards-based classes.
- Know the results of his or her California Assessment of Student Performance and Progress (CAASPP) Assessment and use this knowledge to set appropriate academics and/or career goals.
- Recognize the value of the CAASPP tests by obtaining “meets or exceeds standards” score on the ELA, math CAASPP and science CAST.
- Demonstrate literacy in language and numeracy.

Outstanding Collaborator

- Recognize, respect, value, and respond sensitively regardless of co-workers’ opinions or backgrounds.
- Perform competently in different group roles, contributing in several ways to a team effort.
- Discuss a controversial issue in a civilized and orderly manner.
- Recognize that being part of a group is as much a responsibility as working independently.
- Speak politely and positively to others on the campus.
- Encourage others to do well.
- Recognize the importance of each individual’s contribution.

District Mission Statement

We prepare students to meet the challenges of the future as lifelong

learners and responsible citizens. In partnership with families and community, we create meaningful and diverse learning opportunities for all students so they develop the knowledge, skills, and character necessary to succeed. In all of our work, we demand fairness, honor quality, and expect achievement at each person's highest level of ability.

School Site Mission Statement

The mission of Sequoia School is to provide a supportive and academically focused environment for students, grades 7-12, through collaborative learning teams composed of highly qualified teachers, support staff, and Educationally Related Intensive Counseling Services (ERICS). Sequoia School focuses on the future for each student. We believe in promoting and rewarding personal standards, partnership with family and community, and that ALL students can succeed.

School Site Vision

Sequoia School devotes itself to creating a brighter future and a rich learning experience for each and every student. We promote and instill high standards, personalized goals, and dynamic partnerships with family and community. We embrace the view that all students can succeed in a safe, positive, and academically stimulating environment. The Sequoia School campus provides a student-centered educational program for students in grades 7-12, through support teams comprised of highly qualified teachers, support staff, and Educationally Related Intensive Counseling Services (ERICS). Sequoia's unique integration of academic, behavioral, and therapeutic support creates an environment in which students experience achievement towards their educational goals and objectives. Our students participate in active learning environments equipped with educational technology and curriculum aligned to the Common Core State Standards. Our school-wide positive behavioral support program encourages students to modify their behaviors to become successful learners in the classroom. Within this extraordinary learning environment, students receive exemplary instruction and experience the comfort and safety of positive social interactions. Every day at Sequoia, in addition to academics, students learn valuable life lessons that strengthen them to cope with social and emotional struggles. In addition, they receive community-based instruction and transition services to strengthen their post-secondary success toward a brighter future.

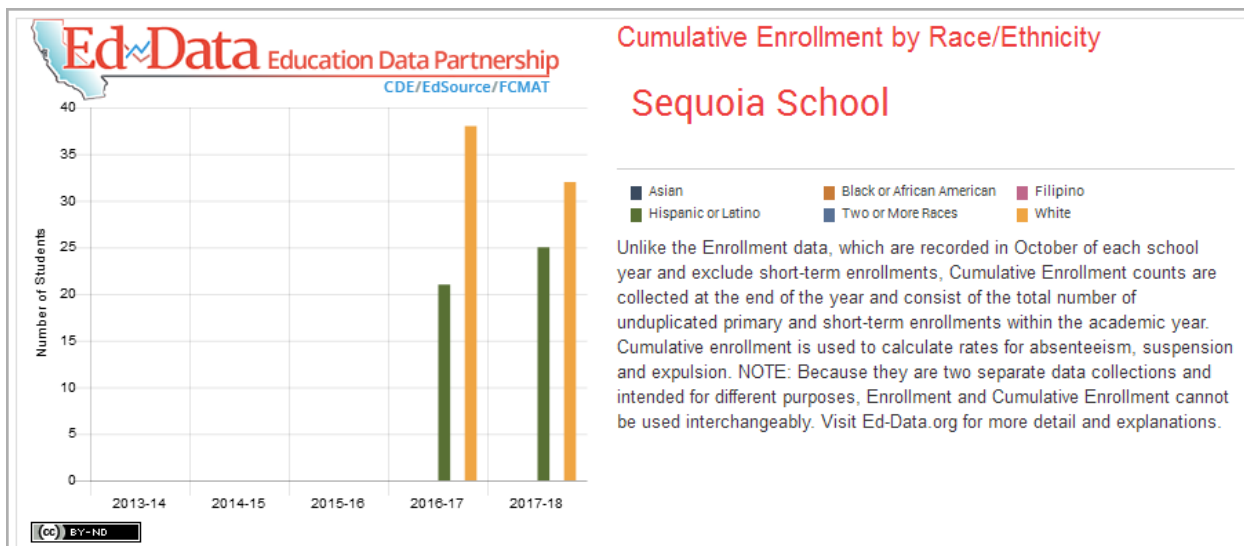
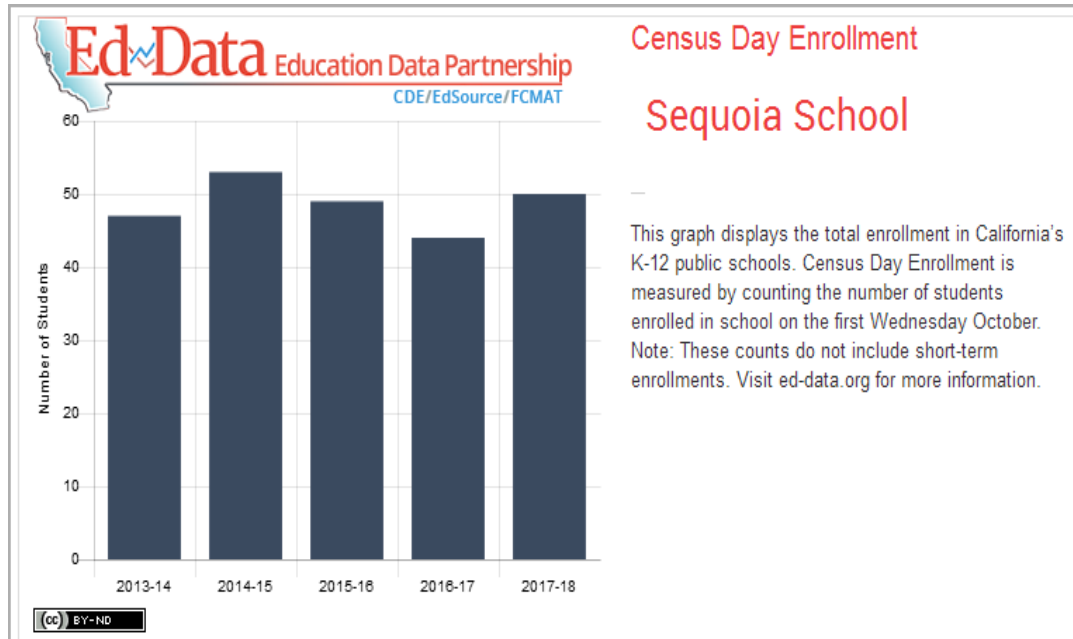
Demographic Data

Currently, 100% of our population receives special education services based on the primary designation as indicated in their IEP. Students may be referred to Sequoia by their comprehensive school site staff, parents, counselors, or school psychologists. Potential student profiles may include:

- a. Special Ed or General Ed
- b. Credit deficient (or needing variable credit)
- c. Difficulty succeeding on a comprehensive campus

d. Emotional and/or behavioral challenges needing a range of mental health / DIS counseling services

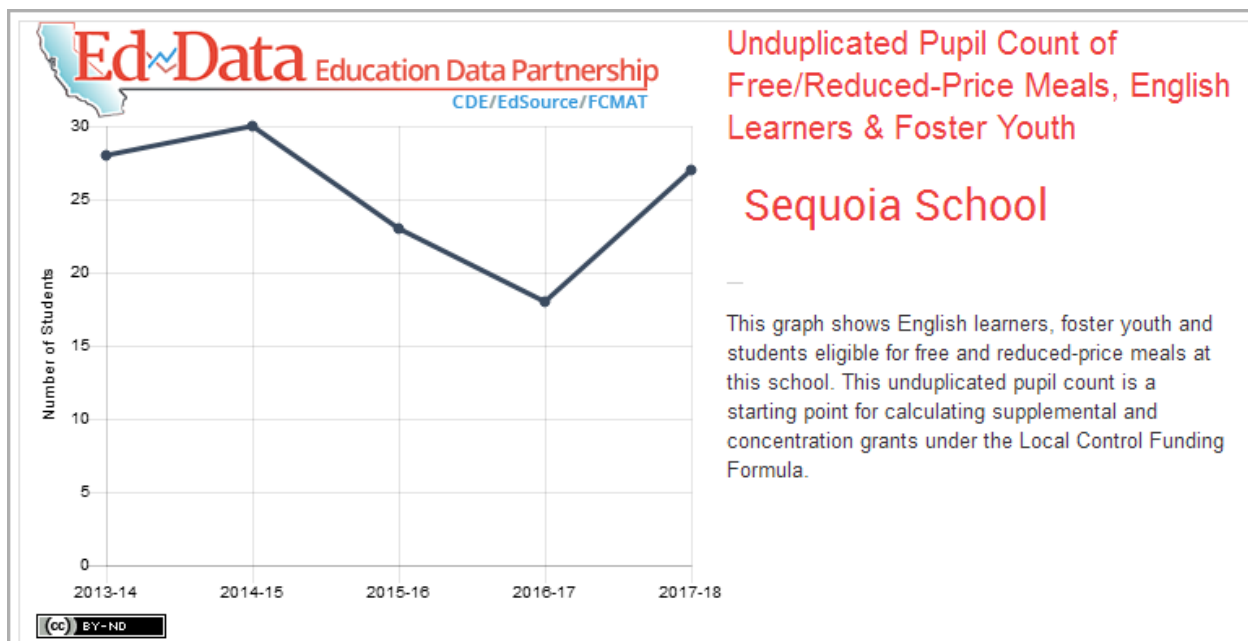
We typically have about 55 students in grades 7-12 enrolled on our campus annually.



Enrollment by Race and Ethnicity

Cumulative Enrollment by Race/Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
Asian	N/A	N/A	N/A	Redacted	Redacted
Black or African American	N/A	N/A	N/A	Redacted	Redacted
Filipino	N/A	N/A	N/A	Redacted	Redacted
Hispanic or Latino	N/A	N/A	N/A	21	25
Two or More Races	N/A	N/A	N/A	Redacted	Redacted
White	N/A	N/A	N/A	38	32

The ethnic distribution among students at Sequoia has shifted slightly over the past several years. Sequoia remains predominantly White, with Hispanic / Latino as the next largest ethnic group on campus. The other races/ethnicities are not represented in a statistically significant number for the California Department of Education to graph. We currently also have students who are African American and Asian enrolled at our school.



This graph shows the students at this school who were English learners, foster youth, or eligible for free/reduced-price meals when enrollment counts were taken. *Each student was counted only once*

Due to the transient nature of Sequoia's student population, the number of students receiving free and reduced meal programs fluctuates frequently as students either move out of area, enter dual enrollment and receive lunch at the receiving site, or leave Sequoia for a higher level of treatment. Currently, Sequoia's free and reduced lunch population is approximately 52%, qualifying us to receive Title I funding and services.

Student breakfasts and lunches are brought over from another sites' kitchen. Two of our instructional assistants take lunch orders from students daily and submit them to food services. In addition, they track the free and reduced lunch orders and other food purchased on campus, serving it to the students in our multi-purpose room before school, at brunch and lunch.

Social Emotional Functioning

To assist students in improving their social-emotional functioning, each student receive individual counseling and/or counseling in the milieu for a minimum of 50 min. a week. Several students receive more than this as a result of a crisis situation where additional interventions are needed to support them. Parent counseling is provided based on need and student's IEP for a minimum of once a month. Additionally, several students participate in weekly therapeutic groups. ERICS' therapists also support students at brunch, lunch and during school field trips and activities.

At the end of every semester, the Educationally Related Intensive Counseling (ERICS) Therapists complete the Child and Adolescent Functional Assessment Scale (CAFAS). This scale assesses a student's day-to-day functioning from the previous three months across eight critical life subscales. The goal for students attending Sequoia is to improve their social-emotional functioning as measured by a decrease in their T-score on one or more of these scales.

During the semester ending in December 2016 through June 2019, 45 students completed a minimum of three semesters at Sequoia. The data from their CAFAS scores were examined to assess improvement. Overall, 93% of these students made progress on at least one subscale. 53% of the students made progress on two subscales. Students made the most improvement on the School, Mood/Emotions, and Home subscales. Specifically, 53% of the students improved on the school subscale. 67% of the students showed improvement on the Moods/Emotions subscale. 78% of students improved their social-emotional functioning at home.

Mobility

Due to the diverse needs of each of the students, Sequoia Charter School experiences a high mobility rate from program to program throughout the school year, as each student has their own IEP. The educational and therapeutic staff works towards a one-year exit plan from the point of enrollment when deemed appropriate.

Meeting their behavioral, therapeutic and academic goals enables students to move on to dual enrollment and back to their comprehensive sites. Although not common, there are times when

some students do progress at Sequoia and need a higher level of support. Through the IEP process those have been placed in a non-public and residential setting.

DESTINATIONS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 (Fall)
Dual Enrollment (Comprehensive Campus) +	5	3	3	4	6	6	8
Dual Enrollment (ROP/CTE) +	0	5	3	1	1	2	0
Dual Enrollment (COC) +	0	1	4	1	5	4	3
Supplemental Credits (OFL) +	0	1	4	1	4	1	0
Full Transition to Comprehensive Campus +	4	0	1	1	2	1	1
Transition to more appropriate program w/in District +	2	1	2	4	2	2	1
Homestudy/Blended Program +	16	12	13	14	11	6	8
Graduated	8	8	12	8	8	10	Dec. Grads 8
Stipulated Expulsion Home study –	0	1	1	0	0	0	0
LACOE Juvenile Detention-	1	2	4	1	1	0	0
Non-Public School -	1	4	1	0	1	1	1
Residential Treatment Center -	3	3	3	1	2	6	0
OFL – Independent Study Charter School	2	2	5	2	1	2	2
Relocation / Moved	2	1	2	0	4	2	0
Exit Special Education	0	1	0	0	1	0	1
Mission View or SCVi – Charter Schools	0	0	2	1	2	0	0

ELPAC DATA

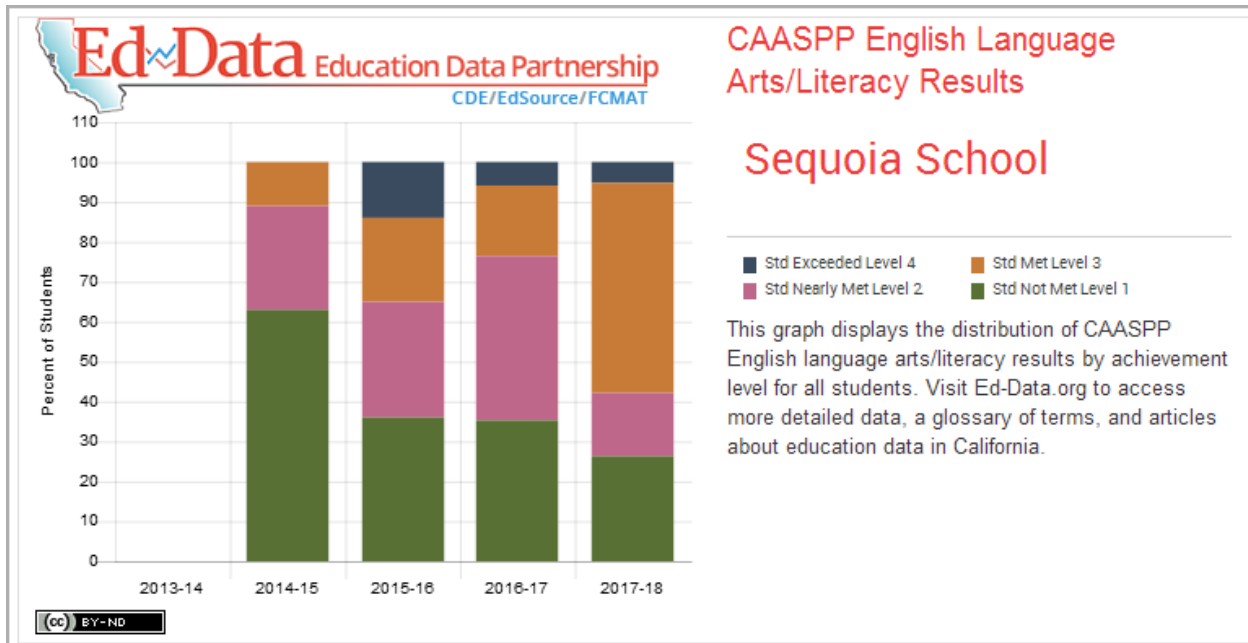
Due to our small population, we do not have statistically significant data to report on this statewide assessment for English Learners. Currently, Sequoia has one English Learner students.

CAASPP Data

Sequoia students have demonstrated academic improvement in the areas of both Language Arts and Mathematics with fewer students not meeting the standards in grades 7th, 8th and 11th. Sequoia teachers set a school-wide writing goal and focused on writing across the curriculum. Students showed steady growth in the area of writing on the CAASPP decreasing the number of students by 50% who were not meeting standards from 41% in 2017-18 to 21% in 2018-19.

CAASPP Writing Scores					
Year Tested	2014-15	2015-16	2016-17	2017-18	2018-19
Meets Standards	0	25	6.67	26.32	21.74
Nearly Meets	36	25	40.00	31.58	56.52
Does Not Meets	64	50	53.33	42.11	21.74

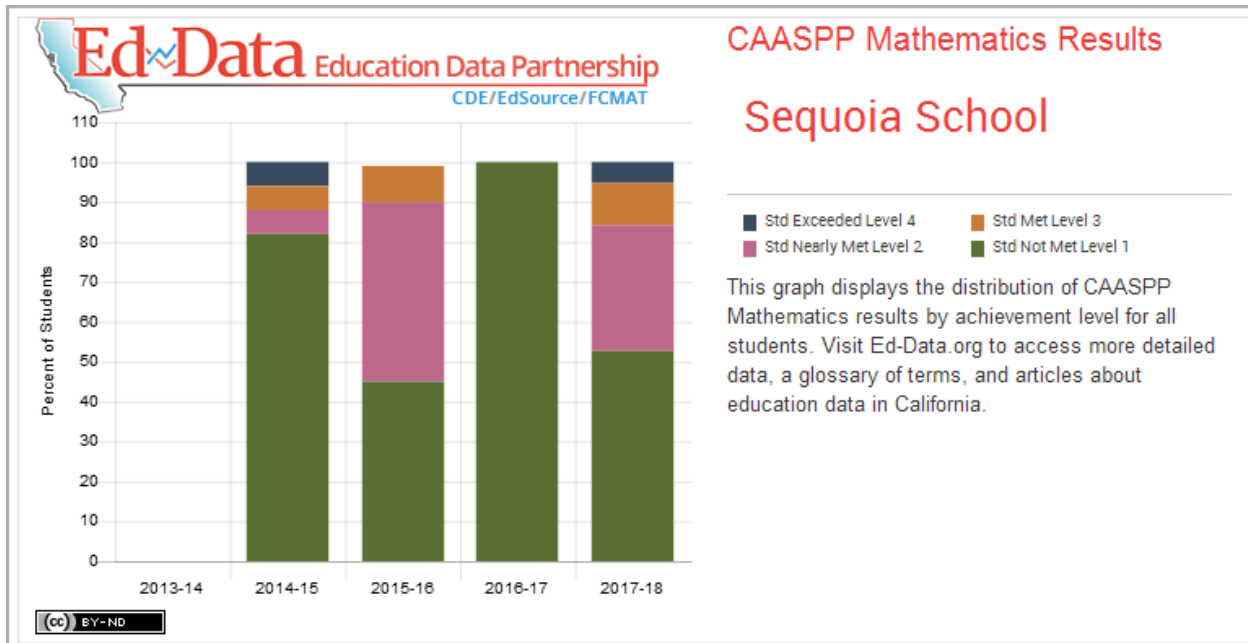
CAASPP Overall ELA Scores					
Year Tested	2014-15	2015-16	2016-17	2017-18	2018-19
Exceeds Standards	0	14	5.88	5.26	21.74
Meets	11	21	17.65	52.63	34.78
Nearly Meets	26	29	41.18	15.79	21.74
Does Not Meets	63	36	35.29	26.32	21.74



Many Sequoia students come in with significant deficits and learning gaps in the area of mathematics due to chronic absenteeism along with anxiety and negative feeling about learning math overall. Students are placed in additional courses to make up failed courses and receive intervention to help increase math skills.

We added math to our academic achievement goals and have seen significant improvement since 2016-17 on the CAASPP. In 2016-17, there were no students were meeting mathematic standards on the CAASPP. In the 2017-18 school year, 15.78% of the students met or exceeded standards. In the 2018-19 school year, 16.67% of the students met or exceeded the standards. We our focused on standards-based practices and intentional, targeted intervention, and are expecting continuous growth for our students in the area of mathematics.

CAASPP Overall Mathematic Scores					
Year Tested	2014-15	2015-16	2016-17	2017-18	2018-19
Exceeds Standards	6	0	0	5.26	4.17
Meets	6	9	0	10.52	12.5
Nearly Meets	6	45	0	31.58	29.17
Does Not Meets	82	45	100	58.63	54.17



Fail Rates

The fail rates have decreased with a focus on standards-based grading and acceptance of make-up work and test re-takes. The staff has studied *Fair Isn't Always Equal* and has discussed grading practices and assessing for mastery.

Fail Rates (% of students with F's per grade level)											
	2014-15		2015-16		2016-17		2017-18		2018-19		
Grade Level	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
7th	10	20	0	0	17	0	22	13	01	07	
8th	0	6	10	21	06	09	02	04	17	09	
9th	54	57	21	33	17	13	22	15	01	00	
10th	37	31	29	37	35	35	18	17	02	08	
11th	27	31	20	24	16	32	24	26	03	04	
12th	52	33	29	20	36	65	19	14	04	15	

GPA (Grade Point Average) Data

The GPA is a representation of student learning. There is a correlation between attendance and social/emotional stability and a student's GPA. The staff puts systems in place to ensure students have access to the curriculum and that they can make-up work and assessments when they are not present. GPAs are not always a reflection of how students are learning at Sequoia due to the fact that we have a transient population and students often start with low, transfer grades. We also

have some classes with few students represented; for example, first semester, this year, we have one student in the 7th grade.

GPA DATA OVER TIME BY GRADE LEVEL

	2016-2017				2017-2018				2018-2019				Fall 2019	
M.S.	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
7th	0.83	0.72	2.28	2.50	0.36	0.75	1.53	1.67	1.60	2.17	1.63	2.74	0.86	0.30
8th	1.57	1.68	1.75	1.79	2.77	2.17	2.93	2.22	1.40	1.69	1.88	2.11	2.48	2.28
H.S.	Sem. 1		Sem. 2		Sem. 1		Sem. 2		Sem. 1		Sem. 2		Sem. 1	
9th	1.73		2.31		1.56		1.67		2.84		2.50		2.00	
10th	0.88		1.01		2.34		2.14		1.92		1.49		2.40	
11th	1.58		1.22		1.55		1.47		2.26		2.58		2.03	
12th	1.38		1.56		1.40		1.19		1.78		1.51		2.54	

Attendance Data

Chronic absenteeism continues to be a struggle for the students at Sequoia. The positive attendance goal was to increase attendance by a period each year, knowing that having students come to school for part of the day to access therapeutic supports, academics and social interactions is better than not coming to school at all. The data shows that there is a drop in attendance when the standard increased to five periods per day.

Percent of Students Present, Per Period, By Grade Level

	2016-2017		2017-2018		2018-2019		2019-2020	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	*Spring
	2 periods	2 periods	3 periods	3 periods	4 periods	4 periods	5 periods	5 periods
7th	95	100	96	80	92	93	75	Not Available
8th	91	90	96	92	72	86	77	Not Available
9th	86	81	93	91	94	90	73	Not Available
10th	91	84	86	74	82	85	76	Not Available
11th	82	77	81	74	82	78	85	Not Available
12th	68	68	77	34	73	72	84	Not Available

*Spring data not available until 06/20

We also track overall attendance for both our middle school and high school students and have a goal to increase overall attendance by 2% each year.

Overall Attendance Percentage for Middle School and High School						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 (Fall)
Middle School %	87.5	86.5	95.5	90.9	88.5	88.0
High School %	77.8	83.3	80.5	85.9	86.5	82.3

Overall Attendance Percentage By Grade Level						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 (Fall)
7 th Grade	83	93	98	87	93	84
8 th Grade	92	80	93	93	84	92
9 th Grade	84	88	86	91	93	76
10 th Grade	79	84	83	88	87	85
11 th Grade	80	79	81	81	85	81
12 th Grade	68	82	72	81	81	87

Suspension Data

Discipline is issued in a variety of ways, and students are only suspended when other means of correction fail to change behavior or the behavior is so severe that it warrants a suspension. Our site works as a team with each disciplinary incident and incorporates restorative practices that involve the school psychologist, the student's therapist, the principal, the school resource officer when necessary, the student's parents/guardian when necessary, and the student's case manager whenever possible.

Analyzing data with such a small student population is often difficult. Suspension data is the only data reported with a color on the dashboard, and any single suspension by one student can put us in a "needs to improve category." We take suspensions very seriously and only use them as a last resort. Such offenses require students stay home to ensure safety to themselves and others.

Suspension Rates					
	2014-15	2015-16	2016-17	2017-18	2018-19
% of students suspended	17.4	Data not available	1.5	3.2	2.9

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Significant Changes: Staffing

Since 2016, Sequoia School has incurred many staffing changes. Most significant of these changes was the change in leadership from the former principal, Brandi Davis to the current

principal, Dr. Catherine Nicholas. The staff at Sequoia also experienced some changes and turnover:

- In the fall of 2018, we were allotted two additional classroom instructional assistants, ensuring each classroom had the support of a teacher and two assistants at all times.
- A new math teacher was hired in 2018 who only taught at the site for one year, and another new math teacher was hired to replace him in the fall of 2019.
- In the Spring of 2020, a new teacher was hired to replace a long-time teacher who had credentialing issues.
- Two instructional assistants and a campus supervisor, who had been on staff for many years, retired from the site, and new staff members were hired.
- An instructional assistant took a position at a local high school as an office assistant and a new IA was hired.
- A part-time counselor, who we shared with another school site, moved to be full-time at the other site and our English Language Arts teacher became the teacher/counselor at our site, allowing us to have counseling services every day.
- A part time elective teacher, who was a former, long-term teacher, was hired to teach electives.
- Our Instructional Coach, who we share with another school site, changed in the fall of 2019. The new coach needed to get to know our staff and their needs prior to moving forward with our site's professional development plan.

Another significant change occurred to our schedule during the spring semester of 2019. Our staff unanimously voted to move from a six-period day to a seven-period day. This change allowed students, who often came to us credit deficient, to earn five extra credits per semester, or ten extra credits per school year. In addition, it afforded our teaching staff two prep periods - one for lesson planning for their five different courses, and one for IEPs and case management. Per the teacher contract, our certificated staff members voted to keep the seven-period schedule.

Significant Changes: Technology

Since 2016, Sequoia School has made it a priority to update technology in all classrooms.

- Each academic classroom has a Chromebook cart available for student use.
- Scanners were purchased for improving school-to-home communication.
- Headphones (listening and noise canceling) were purchased for the classrooms.
- LCD projectors were mounted on classroom ceilings, and older LCD projectors were replaced with new ones.

- Our electives teacher was trained on Paxton Patterson computer models and through CTE funding, will bring the College and Career Preparation, STEM education, health sciences and CTE project-based programs to our school in the second semester.
- Our school was granted the Amazon Edhesive Future Engineer Program in the summer of 2019. With that curriculum, we are offering Computer Science education to our students.
- Teachers have GoGuardian, a device monitoring program, to monitor student Chromebook use, helping with safe and appropriate technology use on campus.

The access to Chromebooks in every class has allowed Sequoia to become a cell phone free school. Students leave their devices off and in their backpacks prior to entering the school campus. This was a data driven decision that we implemented in the Fall of 2019 due to the research that linked use of smartphones to anxiety, depression and suicide ideation. In addition to helping with the social/emotional well-being of students, it has also shown to increase student engagement and achievement in the classroom.

In addition, we have transformed one of our classrooms with more contemporary technology to allow our students to have access to the same 21st Century learning experiences that they would have on a comprehensive campus. A bank of 12 desktop computers were set up and software was installed that allows students to create, code, and design. Through our student survey and needs assessment, students asked for a 3-D printer, robots, solar cars, models and electronic drawing tablets that are now available for students who earn time during Future Friday and wish to explore and engage in areas of interest.

Significant Changes: Intervention

Prior to 2019, intervention was held before school and after school. With a large percentage of our population riding school and City buses, most were unable to attend. That intervention schedule was not equitable and accessible for all students. To remedy this, our English Language Arts (ELA) teacher and math teacher currently offer intervention during the school day, once per week. Students who have achievement gaps, determined by CAASPP, or other standardized assessments, are pulled from a non-academic class and provided with targeted, direct instruction designed to close learning gaps. The ELA and math teachers collect data and report on the student's progress to the rest of the team, as well as to the district on intervention progress.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the school wide action plan.**
- **Describe the process used to prepare the progress report.**

Student achievement data has been shared widely through a variety of means and methods over the past three years. CAASPP results, D/F rates, GPA data, attendance data, and dual enrollment/concurrent enrollment data has been shared at staff meetings, during Professional Development meetings, Parent Advisory Council Meetings (PAC), Educationally Related Intensive Counseling Services Meetings (ERICS), and through School Site Council (SSC) meetings.

The implementation and monitoring of the school-wide action plan has taken on many forms and has been a school-wide effort with administration, our teachers/case managers, school psychologist, school counselor, administrative assistant, health assistant, instructional assistants and the team of ERICS therapists. All team members contributed to data collection and played an active role in our student progressing towards meeting their established IEP goals at Sequoia.

This document was prepared by the principal in collaboration with our staff (teachers, school psychologist, counselor, therapists, instructional assistants and health assistant). The entire staff met twice a week for staff meetings and debriefs. Staff provided input on a regular basis and data was shared with all staff. A Google form was sent out to the teachers and ERICS therapists who responded with input and feedback on our school's progress towards the critical areas for follow-up and our school-wide action plan. There were multiple, after-school WASC meetings scheduled where all staff members were invited to come and work together on the Mid-Cycle Progress Report.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
 - If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.
- ➔ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Critical Areas for Follow-up:

The self-study Visiting Committee concurred with what the school identified as critical areas that needed to be addressed:

- **Social/Emotional Support:** Sequoia school will have a full-time, on-site School Psychologist to be there to make sure all students have the emotional support needed throughout the day.
 - We currently have one outstanding school psychologist on-site at Sequoia. We consider her full-time at Sequoia; however, she also assists a couple of students on her caseload who are in a residential setting and who are not enrolled at our school site. These students have complex profiles, and the psychological reports that are required for them are long and involved. Our school psychologist does this work at home, allowing her to be fully dedicated to serving the Sequoia students during school hours.
- **Attendance:** Sequoia school will have the help of a social worker to assist with home visits, and connecting families to community resources.
 - There is no funding available for our small site to be staffed with a social worker on our campus. Last year, during the 2018-19 school year, we had a social worker intern assigned to our campus 3 days per week. This year, we do not. As a result, we came up with solutions to mitigate the issue and ensure our students and families are still served.
 - All of our students have a comprehensive school or home school that they would attend if they were not at Sequoia through the IEP process. That home school has an assigned social worker. When a student needs services typically accessed with the help of a social worker, such as medical care, issues preventing students from attending school, or connecting families with community resources, our team reaches out and collaborates with the social worker from the student's home school.
 - In addition, we work directly with our local Assistance League to provide our socio-economically disadvantaged students with free eye exams, glasses, and new school clothes as necessary.

- Our students were included by district social workers in the Turkey Dinner Give-Away at Thanksgiving, and the Hart Holiday Gift Give-Away at Christmas. Social workers also supply backpacks and school supplies for our students in need.
 - Chronic absenteeism and school avoidance continue to be an issue for our students. When we had a social worker intern on campus, she was able to go to students' homes, pick them up, and transport them to school. To mitigate that issue, we created our master schedule in such a way that there is an Instruction Assistant who is an authorized driver, available one period per day to take the student's therapist to the home if necessary. We also instituted the 3:2:1 intervention plan for attendance so that case managers and therapists contact students and parents when they are not in school.
 - Therapists address barriers to coming to school in session, set up inventions when absenteeism becomes an issue, and set up incentives and rewards for students who struggle with getting to school. An emphasis is placed on praising students and parents when attendance goals are met.
- Parent Engagement: Sequoia School will provide parents with additional training to ensure their understanding of the ITP (Individual Transition Plan) and educational technology that their students are using.
- In the Fall of 2019, staff were trained in the Facilitated IEP process where students and parents take an active role in the IEP, including the ITP (Individual Transition Plan).
 - In the Fall of 2019, case managers were trained on the use of a Google Form to create student profiles. The profiles were then shared with all staff who serve the students. The student profiles are also shared with the teachers the students have at the comprehensive campuses when the students are dual-enrolled.
 - In the Spring on 2019, all families were asked to participate in OLR, Online Registration. This required families to access Infinite Campus (IC), our Student Information System that tracks assignments, grades, attendance, and credits earned. We are in the process of shifting the culture to get students and parents to rely on IC to track progress, missing assignments, attendance, and transcripts.
 - Therapists discuss transition plans in session with both parents and students.
 - Case managers implemented breakout sessions with students where the ITP is reviewed in detail, and students are made aware of all components of their plan.
 - In addition, students met with their counselor regarding the post-secondary transition options and did credit checks. Students were part of the team for their transition IEP.

- Technology: The Sequoia School community of staff, students and parents will be supported by a technology coordinator.
 - We utilize technology support from our district office and have a teacher on site who receives a stipend to be our technology coordinator. He ensures our technological needs are taken care of during presentations and meetings and is able to problem-solve issues that arise. He also can train all stakeholders on programs that our site uses on a regular basis.
 - Students use a wide variety of technology in the classroom to engage in the learning process. Some of the educational websites used are: Quizlet, Rewordify, Kahoot, Quizziz, Google Classroom, and Naviance, to name a few.
 - Students use Xello to assess their interests, explore career options, and develop a informed plan. Students create personal goals and do monthly check-ins to see how they are progressing with their goals.

School-wide Action Plan:

- **Goal 1: Sequoia School students will improve writing proficiency.**
 - Students are writing across the curriculum and high school students are participating in district writing performance tasks. The data that is retrieved from collaborative grading, CAASPP testing and classroom writing samples are analyzed, and classroom practice is adjusted according to areas of strength and areas where students need additional support.
- **Goal 2: Sequoia School students will improve attendance rates by implementing a more strident monitoring system for attendance including collaborative monitoring by all service providers.**
 - While attendance rates continue to fluctuate as a result of our small population and high mobility rate, these changes are statistically insignificant. We implemented a more strident monitoring system for attendance that includes collaborative monitoring by all service providers. The system involves daily personal phone calls home to absent students, involvement of the case manager if the student is absent more than 3 times, and intervention from the therapist if the attendance continues to be an issue. There is a correlation between students who are absent and reduced academic achievement. We expect students to continue to do school work when not at school. Some staff have assignments available on Google Classroom so that students can access their work from home. In addition, we have purchased scanners for each classroom so that work can be scanned to students from school.

➤ **Goal 3: Sequoia School will increase the effectiveness of student ITP's (Individual Transition Plans) so that students understand, plan and execute their individualized pathways towards completing high school and designing post-secondary options.**

- Graduating students are able to articulate the goals in their transition plans. Our site is transitioning to the facilitated IEP process, and students are actively participating in their IEPs.

V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school's latest updated schoolwide action plan.

Sequoia School's Action Plan is a practical document that affords stakeholder the license to modify measurable targets/and or rationales.

Goal 1: Improve writing and math proficiency of all students. Our goal is to decrease the number of students who do not meet standards in ELA and math by 10% and decrease the percentages F's on final grades by 1% in middle school and high school.

- **Rationalization for modification of Goal 1:** We made the goal a SMART goal by adding a percentage so that the goal could be measured. We also included that the number of students who are not meeting standards in mathematics would decrease by 10% to our overall academic achievement goal. Previously, the goal only included improvement in the area of writing. Historically, Sequoia students have missed a great deal of instruction prior to attending our school due to school avoidance, anxiety, and hospitalizations. Our students often matriculate into our school with deficits in the area of math and have negative feelings about learning math overall. We feel that it is important that our students improve in all areas of academic achievement, including math. Our district has increased the graduation requirement from two years of math to three years. Therefore, we have added a third year of math for our students, and intentional, targeted intervention for students who lack the knowledge and skills to be successful in grade level courses.

Goal 2: Increase overall attendance rates for all students, middle school and high school, by 2%.

- **Rationalization for modification of Goal 2:** We now track attendance by two measures: per student, and per period looking for an increase of periods over time. It is also our goal to increase our overall attendance rate by 2% per year in both middle school and high school. We have implemented a 3:2:1 plan of addressing chronic absenteeism that involves phone calls home and intervention from the case manager, therapist and home visits when needed. We have also examined our practices to remove any policies on our point and level positive incentive program that may cause barriers or motivators for students not attending school. We realize that students cannot access classroom instruction or receive their therapeutic services if they are not at school.

Goal 3: To increase the number of students who are able to articulate their Individual Transition Plans (ITP) to 40% by increasing the access to a variety of school curricula and building their background knowledge in order to help them create post-secondary plans.

- This goal has not been modified. However, case managers are working with all seniors (100%) to be able to articulate their transition plans during their transition IEPs. These transition goals are reviewed during case manager breakout sessions, and students take an active role in the IEP process.

Goal 4 (New): To increase parent participation by 20% by using the parent survey information to choose topics that are of interest to our parent population, and offering various opportunities for parent engagement.

- **Rationalization for modification/addition of Goal 4:** Goal 4 was added in the Fall of 2019 to support the district's focus on increasing parent and family engagement. We have intentionally been involving parents more in the IEP process with our implementation of Facilitated IEPs. We have continued with PAC meetings and Parent Universities where topics are chosen according to survey results submitted by parents. This year we have added Coffee and Conversation with the Principal meetings. These meeting allow parents to collaborate with one another and discuss topics they feel are pertinent to the success of their student.